

SPECIAL REPORT ON TRAINING OF KINDERGARTEN TEACHERSSpecial Interest and Responsibility

1 From the beginning of the Kindergarten Movement in Dunedin in 1889, it has been the policy that children in our kindergartens must be under the direction of fully trained teachers. From that time till after the Second World War those organising kindergartens also organised the training of staff. By 1950, the Education Department took a growing interest in the training centres by providing salaries. However, up to 1973, Kindergarten Associations were being levied to help pay for the running expenses of these centres. Such an interest and such responsibilities can not be easily dropped especially when the diploma that students received today is the Kindergarten Diploma which over the years has been fully recognised by the Department of Education and the Government.

Policy of the Union

2 ✓ It is the policy of the New Zealand Free Kindergarten Union that kindergarten teachers should have the same length of training as primary teachers though it is recognised that these students require a different type of course to meet the needs of these younger children. Kindergarten teachers are more concerned with encouraging the growth and development of the potential of young children and are not so concerned with the teaching skills required in the primary service. They also have a much closer relationship with parents and committees than have the average primary teachers.

3 It is recognised that to give all kindergarten student teachers a three year college course followed by a year in ^{Kgs} schools at the present time, would present difficulties.

Proposed Introduction to Extended Training

This is 3rd year i.e. extended training
This needs Government decision

4 ✓ It is recommended that the third year of training be introduced as soon as possible, by students after two years in a teachers' college being placed as additional assistants in their first year as is done with primary teachers.

5 These "First Year" teachers would be placed in kindergartens by the Teachers' Colleges, after consultation with Associations, mainly through Supervising Head Teachers or Senior Head Teachers and Pre-School Advisers.

Made by Hesa in conc with college & DSI (= OP&R)

6 This should be a year of training on the job. Some special studies will be set by the Teachers' Colleges e.g. Function of Head Teacher; Contact and Education of Parents; Work of Committees and Associations; Equipment Programmes etc.

7 Students would be recognised and function as teachers when in the kindergarten, carrying out similar work to the other teacher and of course, being under the direction of the Head Teacher.

There are two Options (Both might be tried)

8 X(a) Appoint to each Kindergarten for one term.

(b) Appointed for the year.

If teachers were appointed to a different Kindergarten each term they would have a variety of experiences.

(1) Small town kindergarten

(2) City kindergarten

(3) Kindergarten with special needs e.g. deaf group, multi-racial group, crippled childrens' group, etc.

This would assist them to know the type of kindergarten work they would favour.

Time in College

We would recommend that these "students" be in the College at least one week in the first term, one week in the second term and two weeks in the third term to discuss problems and to hand in and be given work for investigation. These people will be replaced by second year students on section, who, if necessary could exchange boarding arrangements. This time in College would have to be planned in the College programme. Note The first two years in College would be along the lines of the programmes planned at present.

Certification

As Primary Teachers spend three years in College plus the equivalent of a P.A. year as a first year teacher, the kindergarten people would not be entitled to a Trained Teachers Certificate, so I would recommend that, at the end of two years in College they receive, as at present a Teachers' College Certificate and at the end of the P.A. year (but called "First Year" year) they receive a Kindergarten Certificate on the recommendation of the College staff after consultation with the Senior Head Teacher or Pre-School Adviser or Supervising Head Teacher where one is available.

DSI in consultation with etc?

Staffing

This would mean an additional member to the staff of all grade 1 and grade 2 kindergartens.

We can not expect the Department of Education to agree to this additional staffing (for these First Year Students will be the same as many assistant teachers and perhaps be more effective as their work will decide whether they will have a Diploma or not; they also should be on the First Year Salary scale.) without some additional children being catered for.

We would recommend that these additional teachers be appointed to kindergartens that make arrangements for additional children,

- (a) By increasing morning and afternoon rolls to 45.
- (b) By trying the introduction of another group of 40 children
 e.g. First Group - 2 mornings a week
 Second Group - 3 afternoons a week
 Third Group - 3 mornings a week
- (c) Extended Rolls.

No - 30

First Two Years In College

It has been found that if students are to have only two years academic study in College then a special course for both years must be planned. This, we believe is essential as it does not create any more problems than the Primary Graduate Groups. We do not like the Hill Report's recommendation that the first year primary and pre-school take a common course and at the end select either primary or pre-school. The Pre-School Movement would lose by such a scheme due mainly to salary and placement of primary teachers.

Three Years in College

This is essential if pre-school teachers are to have the same qualifications as primary teachers plus a first year as proposed above.

However, there are two ways by which such a course of studies may be organised.

- (a) By planning a continuous three years of study similar to the primary course but with special reference to the 3 to 8 year group of children. Some people (including the Hill Report) do not favour this but at present, the primary course is divided into three different groups with special reference by students to one particular group. Students would have to select this type of course prior to entry.

(b) By two-plus-one alternative. This has the following advantages:

- (1) A third year in College would be taken only by those who, after the two year course, would know that they really wanted it.
- (2) Such a system would enable the present holders of a Kindergarten Diploma to improve their certificate by taking a further year.
- (3) A special course would be planned to meet the needs of this group.

(4) Conversion for others

14 Certification

Only those who complete a satisfactory three year course at a Teachers' College plus a successful year as a First Year Teacher should receive a Trained Teachers' Certificate.

The Kindergarten Diploma will be continued as long as only two years are spent in a Teachers' College. We are justified in adding a First Year (P.A. Year) as a qualification in the future.

15 Economic Situation

At the present time in many of our Associations, there are large waiting lists. Buildings are expensive so we must make greater use of existing buildings. The plan above caters for more children but does not increase the staff/child ratio. We are anxious to have at least a 1 to 15 staff/child ratio and the plan moves towards this. Any Government would favour greater use of existing buildings.

16 Supernumerary Teachers

Additional salary is being paid to these teachers. We are grateful for this help.

17 Introduction 1977

We believe that if the present second year students were given a choice of

- (a) either going on the open market for a permanent position and failing this being placed as a supernumerary teacher (as applies now)
- or (b) having the first year placement position and being still under College,

then the scheme could be tried out next year and not cost the Government any more money. This would be an opportune time to introduce such a scheme.

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